

Focus	Letters and sounds	Early Years Outcomes	Possible resources/activities	Possible links with other areas of learning
<p>Storytelling [reading and talk] e.g. Tell me a story</p>	<p>See weekly plans for activities involving:-</p> <p>Aspect 1: General sound discrimination – environmental sounds p9-12</p> <p>Aspect 2: General sound discrimination – instrumental sounds p 15-17</p> <p>Aspect 3: General sound discrimination – body percussion p20-23</p> <p>Aspect 4: Rhythm and rhyme p25-28</p> <p>Aspect 5: Alliteration p31-34</p> <p>Aspect 6: Voice sounds p 37-40</p> <p>Aspect 7: Oral blending and segmenting p42-44</p> <p><i>Developing early writing p.156-164</i></p> <p>DFE The reading framework: teaching the foundations of literacy</p> <p>Continuous provision ... books in areas around classroom, early phonic games / activities.</p>	<p>C&L</p> <ul style="list-style-type: none"> • Enjoy listening to longer stories and can remember much of what happens. • Use a wider range of vocabulary. • Understand a question or instruction that has two parts, such as "Get your coat and wait at the door". • Understand 'why' questions, like: "Why do you think the caterpillar got so fat?" • Know many rhymes, be able to talk about familiar books, and be able to tell a long story. • Develop their communication, but may continue to have problems with irregular tenses and plurals, such as 'runned' for 'ran', 'swimmed' for 'swam'. • May have problems saying: - some sounds: r, j, th, ch, and sh - multisyllabic words such as 'pterodactyl', 'planetarium' or 'hippopotamus' - Use longer sentences of four to six words. • Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions. • Can start a conversation with an adult or a friend and continue it for many turns. • Use talk to organise themselves and their play: "Let's go on a bus... you sit there... I'll be the driver." <p>Literacy</p> <p>Understand the five key concepts about print:</p> <ul style="list-style-type: none"> - print has meaning - the names of the different parts of a book - print can have different purposes - page sequencing - we read English text from left to right and from top to bottom • Develop their phonological awareness, so that they can: <ul style="list-style-type: none"> - spot and suggest rhymes - count or clap syllables in a word - recognise words with the same initial sound, such as money and mother • Engage in extended conversations about stories, learning new vocabulary. 	<p>Retell and create using:</p> <ul style="list-style-type: none"> ▪ story boxes / small world tuff spots ▪ props and puppets ▪ sequencing cards and pictures ▪ role-play/home corner (dressing-up) ▪ circle stories, storyteller's chair ▪ masks and story maps ▪ stories on headphones to listen / follow with small story props and instruments. <p>Books-</p> <p>Goldilocks and The Three Bears The Three Little Pigs, Cinderella This is Our House Oliver's Vegetables (Vivian French) Harry And The Dinosaurs First Day At School Nancy No Size</p> <p>Tree: Seasons Come, Seasons Go Why Do Seasons Change Squirrel's Autumn Search Wow! Said The Owl Wide Awake Hedgehog + Percy The Park Keeper seasonal stories</p>	<p>Expressive arts and Design</p> <ul style="list-style-type: none"> • Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses etc.

<p>Story Sack of the Week: narrative [reading, responding and awareness of print] e.g. Reading together</p>		<p>C&L</p> <ul style="list-style-type: none"> • Enjoy listening to longer stories and can remember much of what happens. • Use a wider range of vocabulary. • Know many rhymes, be able to talk about familiar books, and be able to tell a long story. • Use longer sentences of four to six words. • Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions. • Can start a conversation with an adult or a friend and continue it for many turns. <p>Literacy</p> <ul style="list-style-type: none"> • Understand the five key concepts about print: <ul style="list-style-type: none"> - print has meaning - the names of the different parts of a book - print can have different purposes - page sequencing - we read English text from left to right and from top to bottom • Develop their phonological awareness, so that they can: <ul style="list-style-type: none"> - spot and suggest rhymes - count or clap syllables in a word - recognise words with the same initial sound, such as money and mother • Engage in extended conversations about stories, learning new vocabulary. 	<ul style="list-style-type: none"> ▪ Big books and story sack resources ▪ IWB stories ▪ Key questions related to text ▪ Small books – about me <p>Books –</p> <p>I am special, I'm Me (Ann Meek)</p> <p>Cinderella</p> <p>Goldilocks and the Three Bears</p> <p>The Three Little Pigs</p> <p>Nancy No Size</p> <p>Harry And The Dinosaurs First Day At School</p> <p>Oliver's Vegetables</p> <p>Percy The Park Keeper - After The Storm</p> <p>Owl Babies</p> <p>Wide Awake Hedgehog</p>	<p>Personal, social and emotional development ... dependent on content of book and discussion based around the characters</p> <ul style="list-style-type: none"> • Become more outgoing with unfamiliar people, in the safe context of their setting • Help to find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas. • Increasingly follow rules, understanding why they are important. • Do not always need an adult to remind them of a rule. • Develop appropriate ways of being assertive. • Talk with others to solve conflicts. • Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'. • Begin to understand how others might be feeling. <p>Expressive arts and design - in response to story in other areas of classroom.</p> <ul style="list-style-type: none"> • Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses etc. • Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park.
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<p>Rhyme / song of the week [reading, talking and joining in] e.g. Rhyme time</p>		<p>C&L</p> <ul style="list-style-type: none"> • Sing a large repertoire of songs. • Know many rhymes, be able to talk about familiar books, and be able to tell a long story. • May have problems saying: - some sounds: r, j, th, ch, and sh - multisyllabic words such as 'pterodactyl', 'planetarium' or 'hippopotamus' • Use longer sentences of four to six words. • Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions. <ul style="list-style-type: none"> • Can start a conversation with an adult or a friend and continue it for many turns. • Use talk to organise themselves and their play: "Let's go on a bus... you sit there... I'll be the driver." <p>Literacy</p> <ul style="list-style-type: none"> • Understand three of the five key concepts about print: <ul style="list-style-type: none"> - print has meaning - print can have different purposes - we read English text from left to right and from top to bottom • Develop their phonological awareness, so that they can: <ul style="list-style-type: none"> - spot and suggest rhymes - count or clap syllables in a word - recognise words with the same initial sound, such as money and mother 	<ul style="list-style-type: none"> ▪ Poetry posters and rhyme cards ▪ Musical instruments/voice ▪ Movement sequences/drama ▪ Matching words of interest / extending vocabulary ▪ Rhyme basket and resources <p>Traditional Nursery Rhymes and others related to learning</p> <p>Particularly – If you're happy and you know it Five Peas in a pea pod pressed 10 little dinosaurs House song Cinderella – revolting rhymes (Roald Dahl) I have two eyes I like being me</p> <p>Seasons of the year Autumn leaves are falling down 10 little snowmen Mary, Mary, quite contrary</p>	<p>Expressive arts and design , e.g. <i>make simple shakers and use to accompany rhymes</i></p> <ul style="list-style-type: none"> • Remember and sing entire songs. • Sing the pitch of a tone sung by another person ('pitch match') • Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs. • Create their own songs, or improvise a song around one they know • Play instruments with increasing control to express their feelings and ideas.
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<p>Print culture [reading and writing] e.g. Words, words, words, Words around us</p>		<p>C&L</p> <ul style="list-style-type: none"> • Use a wider range of vocabulary. • Understand 'why' questions, like: "Why do you think the caterpillar got so fat?" • Develop their communication, but may continue to have problems with irregular tenses and plurals, such as 'runned' for 'ran', 'swimmed' for 'swam'. • May have problems saying: - some sounds: r, j, th, ch, and sh - multisyllabic words such as 'pterodactyl', 'planetarium' or 'hippopotamus' • Use longer sentences of four to six words. • Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions. • Can start a conversation with an adult or a friend and continue it for many turns. • Use talk to organise themselves and their play: "Let's go on a bus... you sit there... I'll be the driver." <p>Literacy</p> <ul style="list-style-type: none"> • Understand three of the five key concepts about print: <ul style="list-style-type: none"> - print has meaning - print can have different purposes - we read English text from left to right and from top to bottom • Develop their phonological awareness, so that they can: <ul style="list-style-type: none"> - recognise words with the same initial sound, such as money and mother 	<ul style="list-style-type: none"> ▪ Environmental print (labels and signs) ▪ Familiar print (lunchboxes, birthday badges, logos, greeting cards) ▪ Books, comics, magazines ▪ Displays and labels in classroom for Me and My World and Seasonal Change 	<p>Understanding of the world, e.g. <i>discussion about print in places we go</i></p> <ul style="list-style-type: none"> • Talk about what they see, using a wide vocabulary.
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<p>Objects and materials to stimulate interest [talk] e.g. Look what I've got!</p>		<p>C&L</p> <ul style="list-style-type: none"> • Use a wider range of vocabulary. • Understand a question or instruction that has two parts, such as "Get your coat and wait at the door". • Understand 'why' questions, like: "Why do you think the caterpillar got so fat?" • Develop their communication, but may continue to have problems with irregular tenses and plurals, such as 'runned' for 'ran', 'swimmed' for 'swam'. <ul style="list-style-type: none"> • May have problems saying: - some sounds: r, j, th, ch, and sh - multisyllabic words such as 'pterodactyl', 'planetarium' or 'hippopotamus' • Use longer sentences of four to six words. • Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions. • Can start a conversation with an adult or a friend and continue it for many turns. • Use talk to organise themselves and their play: "Let's go on a bus... you sit there... I'll be the driver." <p>Literacy</p> <p>Understand three of the five key concepts about print:</p> <ul style="list-style-type: none"> - print has meaning - print can have different purposes - we read English text from left to right and from top to bottom <ul style="list-style-type: none"> • Develop their phonological awareness, so that they can: <ul style="list-style-type: none"> - recognise words with the same initial sound, such as money and mother • Engage in extended conversations about stories, learning new vocabulary. • Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; write 'm' for mummy. 	<ul style="list-style-type: none"> ▪ Topic related artefacts and objects, e.g. baby objects collection, photos of ourselves / school, interest table as well as Seasonal change and woodland learning ▪ Show and tell ▪ Activities and games to extend vocabulary ('Guess my object', sounds bingo) ▪ Describing, explaining, questioning and problem-solving 	<p>Understanding of the world, e.g. <i>use their senses to explore and investigate objects – begin to recognise/talk about similarities and differences</i></p> <ul style="list-style-type: none"> • Use all their senses in hands-on exploration of natural materials. • Explore collections of materials with similar and/or different properties. • Talk about what they see, using a wide vocabulary. • Continue to develop positive attitudes about the differences between people
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<p>'All about me' [writing]</p>	<p>See weekly plans for activities involving:-</p> <p>Aspect 1: General sound discrimination – environmental sounds p9-12</p> <p>Aspect 2: General sound discrimination – instrumental sounds p 15-17</p> <p>Aspect 3: General sound discrimination – body percussion p20-23</p> <p>Aspect 4: Rhythm and rhyme p25-28</p> <p>Aspect 5: Alliteration p31-34</p> <p>Aspect 6: Voice sounds p 37-40</p> <p>Aspect 7: Oral blending and segmenting p42-44</p> <p>Developing early writing p.156-164</p> <p>DFE The reading framework: teaching the foundations of literacy</p> <p>Continuous provision Mark making areas both inside and outside, variety of paper, small books etc for emergent writing opportunities</p>	<p>Literacy</p> <ul style="list-style-type: none"> • Understand the five key concepts about print: <ul style="list-style-type: none"> - print has meaning - the names of the different parts of a book - print can have different purposes - page sequencing - we read English text from left to right and from top to bottom • Develop their phonological awareness, so that they can: <ul style="list-style-type: none"> - spot and suggest rhymes - count or clap syllables in a word - recognise words with the same initial sound, such as money and mother • Engage in extended conversations about stories, learning new vocabulary. • Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; write 'm' for mummy. • Write some or all of their name. • Write some letters accurately. <p>C&L</p> <ul style="list-style-type: none"> • Can find it difficult to pay attention to more than one thing at a time. • Use a wider range of vocabulary. • Understand a question or instruction that has two parts, such as "Get your coat and wait at the door". • Understand 'why' questions, like: "Why do you think the caterpillar got so fat?" • Develop their communication, but may continue to have problems with irregular tenses and plurals, such as 'runned' for 'ran', 'swimmed' for 'swam'. • May have problems saying: - some sounds: r, j, th, ch, and sh - multisyllabic words such as 'pterodactyl', 'planetarium' or 'hippopotamus' • Use longer sentences of four to six words. • Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions. • Can start a conversation with an adult or a friend and continue it for many turns. 	<ul style="list-style-type: none"> ▪ Photographs/portraits (to label) ▪ Zigzag books ▪ Labels for models ▪ Labels for paintings, drawings etc. (adult to scribe ideas .. children will observe) 	<p>Personal, social and emotional development, e.g. <i>they talk about the people and pets in their home, draw pictures; talk about their baby/toddler photographs</i></p>

<p>Outdoor area [handwriting] e.g. Inside/Outside</p>		<p>As above</p>	<ul style="list-style-type: none"> ▪ Mark making on the ground/walls (water, mud, chalks) finger painting ▪ Salt, sand, foam and grain trays ▪ Bead threading, construction ▪ Stick twirling and ball games (see <i>Developing early writing</i>) 	<p>Physical development, e.g. <i>have opportunities to develop gross and fine motor control</i></p> <ul style="list-style-type: none"> • Use large-muscle movements to wave flags and streamers, paint and make marks • Explore different materials freely, in order to develop their ideas about how to use them and what to make. • Develop their own ideas and then decide which materials to use to express them. • Join different materials and explore different textures.
<p>Visit/Visitors [reading and writing] e.g. focus week sessions.</p>		<p>As above</p>	<ul style="list-style-type: none"> ▪ Photographs to talk about, sequence and write captions about 'My Family' ▪ Discussions with visitors during Maths and Science Week 	<p>Understanding of the world, e.g.</p> <ul style="list-style-type: none"> • Show interest in different occupations • Talk about what they see, using a wide vocabulary
<p>Seasonal/cultural interest [reading: non-fiction] e.g. Harvest, Birthdays, walk in woods, Diwali, Christmas</p>		<p>As above</p>	<ul style="list-style-type: none"> ▪ 3D collections/tables of interest/displays with accompanying information books, labels, questions, cards, packets, adverts ▪ Writing cards, making labels ▪ Big information books/sets ▪ Instructions and captions ▪ Interactive White Board – Espresso and other websites, videos 	<p>Expressive arts and design</p> <ul style="list-style-type: none"> • Explore different materials freely, in order to develop their ideas about how to use them and what to make. • Develop their own ideas and then decide which materials to use to express them. • Join different materials and explore different textures. <p>UW</p> <ul style="list-style-type: none"> • Use all their senses in hands-on exploration of natural materials. • Explore collections of materials with similar and/or different properties. • Talk about what they see, using a wide vocabulary • Continue to develop positive attitudes about the differences between people.
<p>Talk for thinking e.g. Doing and making</p>		<p>As above</p>	<ul style="list-style-type: none"> ▪ Malleable play (dough, clay, etc.) ▪ Sand and water trays ▪ Design and make (construction kits, toys, junk modelling) ▪ Cooking ▪ Colour mixing ▪ Describing, explaining, questioning and problem-solving 	<p>Physical development,</p> <ul style="list-style-type: none"> • Match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank, depending on its length and width. <p>Understanding of the world, • Use all their senses in hands-on exploration of natural materials</p> <ul style="list-style-type: none"> • Talk about what they see, using a wide vocabulary.

